U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) [**X**] Elementary [] Middle [] High [] K-12 [] Other
[] Charter [] Title I [] Magnet [] Choice

Name of Principal: Ms. Kimm O'Connor

Official School Name: Cedar Springs Elementary

School Mailing Address:
6922 Rivermont Trails
House Springs, MO 63051-2027

County: Jefferson State School Code Number*: 4020

Telephone: (636) 671-3330 Fax: (636) 671-7244

Web site/URL: www.nwr1.k12.mo.us E-mail: koconnor@nwr1.k12.mo.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Paul Ziegler

District Name: Northwest R-I Tel: (636) 677-3473

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Ms. Sherri Talbott

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2003.

6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

9	Elementary schools
1	Middle schools
0	Junior high schools
1	High schools
0	Other
11	**TOTAL**

2. District Per Pupil Expenditure: 10105

   Average State Per Pupil Expenditure: 9338

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 3 Number of years the principal has been in her/his position at this school.

   ___ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	29	21	50	**7**			0
K	48	51	99	**8**			0
1	34	38	72	**9**			0
2	40	42	82	**10**			0
3	45	37	82	**11**			0
4	36	42	78	**12**			0
5			0	**Other**			0
6			0				
		TOTAL STUDENTS IN THE APPLYING SCHOOL					463

6. Racial/ethnic composition of the school:

____	% American Indian or Alaska Native
____	% Asian
2	% Black or African American
____	% Hispanic or Latino
____	% Native Hawaiian or Other Pacific Islander
98	% White
____	% Two or more races
100	**% Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 17 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	44
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	35
(3)	Total of all transferred students [sum of rows (1) and (2)].	79
(4)	Total number of students in the school as of October 1.	464
(5)	Total transferred students in row (3) divided by total students in row (4).	0.170
(6)	Amount in row (5) multiplied by 100.	17.026

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0
Specify languages:

9. Students eligible for free/reduced-priced meals: 33 %

Total number students who qualify: 151

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 8 %

Total Number of Students Served: 35

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

9	Autism	1	Orthopedic Impairment
0	Deafness	1	Other Health Impaired
0	Deaf-Blindness	2	Specific Learning Disability
0	Emotional Disturbance	21	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
1	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	22	0
Special resource teachers/specialists	11	2
Paraprofessionals	9	2
Support staff	4	4
Total number	47	8

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 **21 :1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	95%	95%	96%	95%
Daily teacher attendance	95%	95%	95%	96%	96%
Teacher turnover rate	6%	1%	20%	8%	10%

Please provide all explanations below.

2005-2006 there was a decrease in student enrollment.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	**100**	%

PART III - SUMMARY

Located among one of the many northern Jefferson County rocky bluffs, just past the heart of House Springs, Missouri is Cedar Springs Elementary. There are eleven schools in the Northwest R-I School District and we are proud to be one of them. For the past six years, our district has received the Distinction in Performance award, the highest award a Missouri school district can receive. Cedar Springs has been honored with a 2008 National Character Education Award.

"All children will learn, Whatever it takes, No excuses" is the district mission statement which we have embraced as our foundation and built upon by creating our own mission statement: Creating Students of Excellence, Whatever it takes, No excuses. We assure this will happen by meeting the needs of all children from many diverse backgrounds, providing a quality and comprehensive education that is equitable for all. The school wide leadership team develops a school improvement plan to insure that the mission stays in the forefront of our work. All school improvement goals focus on Creating Students of Excellence in academic achievement, attendance, character education, and technology. Cedar Springs has high expectations from all of its stakeholders. Building goals align with district goals, making Cedar Springs Elementary a school that will meet No Child Left Behind requirements. We believe all students can be advanced or proficient in all subject areas. Students can become self-motivated and take ownership of their own learning.

The student body at Cedar Springs includes children from preschool through fourth grade. We provide a variety of programs to insure the success of our students: an after-school program that offers extra help in reading and math, Response to Intervention program, Title I Reading Resource, the Center for the Academically Talented Students, special education, autism classrooms, Applied Behavior Management, and two e-MINTS classrooms. At-risk students and all second graders participate in Fast ForWord, a computer program that strengthens students' auditory processing skills. These programs supplement and support the general education classroom. Technology is integrated into the curriculum to enhance our students' learning; three teachers are involved in a state Boeing grant for technology instruction.
The school community is one of teamwork between parents, community members, students and staff. Family Literacy Night, a breakfast honoring our graduating seniors, participating in special Olympics, and character education programs are just a few of the annual traditions celebrated at Cedar Springs. CARE Day, for example, is a program for which Cedar Springs earned a National Promising Practice Award. Community members are invited to share career information at a day long event. Students rotate to stations throughout the school where they learn about various careers ranging from bee keepers to zoo keepers!

The PeaceBuilder program helps develop a safe environment through praise, where students learn to respect and care for one another no matter their socioeconomic background. Each morning as students reach the school doors, they are greeted with a "good morning" from the staff that encourages each of them to have a great day. The Cedar Springs staff has initiated an "adopt-a-student" program. Teachers establish an important relationship with children in need, meeting with them on a regular basis to provide extra emotional support. Everyone is involved in making Cedar Springs a learning community and creating students to become lifelong learners.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The Missouri Assessment Program (MAP), a rigorous performance assessment, has been used since 2001 by the state of Missouri to meet the No Child Left Behind Act (NCLB) accountability requirements. The MAP tests are mandated annually for all students in grades 3-8 and 11 in Communication Arts and grades 3-8 and 10 in Mathematics (2006 NCLB requirement). The tests include three types of questions, selected response, constructed-response, and performance events. Selected response items present students with a question followed by four or five response options, one of which is correct. Constructed-response items require students to supply (rather than select) an appropriate response by asking them to provide a one-word answer or a complete sentence. The performance events require students to work through a complex problem that measures students' knowledge and their ability to apply that knowledge in a problem situation. Prior to 2006, student scores were placed into 5 achievement levels ranging from Step 1 (lowest) to Advanced (highest). In 2006, Missouri realigned the achievement levels from 5 to 4 to mirror the National Assessment of Educational Progress (NAEP) which is listed below. In 2008 field test items were embedded in the test and disaggregated out prior to scoring. Information on the Missouri Assessment Program may be accessed at www.dese.mo.us

Below Basic: Students are substantially behind in meeting Grade Level Expectations and demonstrate a minimal understanding of fundamental concepts and content knowledge.

Basic: Students understand key concepts, but their application of that knowledge is limited.

Proficient: This is the minimum desired level for all students. Students demonstrate the knowledge and skills called for by the Show-Me standards and Grade Level Expectations.

Advanced: Students demonstrate in-depth understanding of content specific concepts and apply that knowledge in complex ways beyond Grade Level Expectations.

Under NCLB, Missouri has set ambitious standards for meeting Adequate Yearly Progress (AYP) in terms of the percentage of students in the top two achievement levels (Advanced and Proficient). In order to meet 100% proficiency by 2014, AYP goals increased by 8% annually in Communication Arts and by 9% in Mathematics, beginning in 2006. Data tables 1 and 2 reflect state and building performance levels for third and fourth grade students in Communication Arts and Mathematics. All data is disaggregated according to NCLB subgroups and analyzed to identify achievement gaps.

Table 1 – Communication Arts: Table 1 illustrates the consistent and dramatic improvement of Cedar Springs students, increasing from 49% Advanced and Proficient in 2004 to 65% in 2008, a gain of 16 percentage points. Subgroup scores have out-performed state averages for the last five years with the exception of the economically disadvantaged in 2008. The white subgroup has consistently and substantially outscored both the NCLB and state AYP goals by an average of 24 percentage points for the past five years. In the years 2004 – 2007 the subgroup, economically disadvantaged, exceeded NCLB and state AYP goals, ranging from 6 to 29 percentage points. The percentage of economically disadvantaged students in third grade has steadily increased over the past five years.

Table 2 – Mathematics: Overall, Cedar Springs fourth grade students have shown consistent progress, increasing from 46% Advanced or Proficient in 2004, to 77% in 2008, a gain of 31 percentage points. Students have shown drastic improvement in the economically disadvantaged and students with disabilities subgroups for the past five years. In 2006, 25% of students in the economically disadvantaged subgroup scored Advanced and Proficient, increasing to 65% in 2008, a 40 percentage point gain. In 2004, 26% of

students with disabilities scored Advanced or Proficient, increasing to 56% in 2007, a gain of 30 percentage points.

2. **Using Assessment Results:**

Many hours of training in the process of analyzing assessment data have equipped the Cedar Springs staff to use data to guide instruction and improve student achievement. Data analysis is ongoing in individual grade levels, and the building data team convenes twice a year.

Student performance data comes from a number of local, state, and national assessments: the Stanford-10 (SAT-10), Missouri Assessment Program (MAP), Developmental Reading Assessment 2 (DRA2), Gates Reading Test, AIMS Web (a progress monitoring program for reading and math), local district phonemic awareness tests, and weekly common assessments.

The Assistant Superintendent for Curriculum and Instruction met with the principal and grade level teams every 3-4 weeks beginning in September to analyze assessment data to improve the instructional process. Grade level teams meet as professional learning teams twice a month to analyze data from formative and common assessments. Areas of needed improvement are identified, instructional strategies are developed, and small groups are created for more intensive instruction. Students are continually assessed to assure academic progress and are given direct feedback so they know the next steps in their own learning.

When our professional learning teams meet, they have individually analyzed their student assessments and are ready to answer the following questions: 1) Which assessment questions did the students answer correctly, 2) Which assessment questions did the students answer incorrectly, 3) What processes led them to their answers and 4) What will we do if students didn't learn? Having conversations with students answers question 3 and gives the opportunity for feedback. Answers to these questions identify effective and ineffective instruction and possible gaps in the curriculum.

3. **Communicating Assessment Results:**

Parent involvement is key to student success. Cedar Springs Elementary offers a number of events to communicate expectations, assessment results, and share student success.

Each year parents are invited to a curriculum night to inform them of grade level curriculum expectations and the types of assessments that are given. Each parent receives a grade level Parent Curriculum Guide that outlines content area objectives. Parents are also invited to Missouri Assessment Program (MAP) awareness night to learn about the importance of the test and see samples of test questions. When MAP results arrive, each student scoring Advanced or Proficient is recognized individually in a ceremony. During parent-teacher conferences, they are informed of the results of state and district assessments and learn about their child's progress. One hundred percent participation is expected; if a parent is unable to attend, a phone conference is scheduled.

Cedar Springs uses a variety of methods to inform parents and the community of student and school performance. The Principal's News, monthly Cedar Springs News, individual teacher's weekly newsletters, and the school website (www.nwr1.k12.mo.us) all inform parents of upcoming assessments and relevant information. Each quarter parents receive progress reports and report cards. The Board of Education holds an annual academic achievement meeting to review student performance data. Students achieving the highest possible MAP scores in Communication Arts and Mathematics at each grade level are also recognized at this meeting. Test data is included in the district's NewsSource publication that is mailed bi-annually to all residents. District technology enables parents to monitor their child's academic performance through the

ParentConnect program which is accessed on the district website. The annual District Report Card is available on the Department of Elementary and Secondary Education's website (www.dese.mo.gov). Communicating with parents about their child's progress and achievement is critical to student success at Cedar Springs Elementary.

4. **Sharing Success:**

Celebrating success is vital in cultivating an educational community. Cedar Springs has found many ways to celebrate and share its success. Legislators and administrators from the state and national level joined the Cedar Springs community to host a ceremony honoring one of their teachers with the 2008 American Star of Teaching Award. The building principal co-presented with the Executive Director of Elementary Education at the national conference of the Assessment Training Institute. The presentation highlighted the building's use of learning targets and their positive affects on student achievement. Teachers have also presented at district professional development days, sharing their successes with small groups and creating learning targets with their students. Teachers both in district and outside the district have visited the school to observe teachers and students in action. Students share their own success when they announce how they've "hit their learning targets" as part of the school's daily announcements. Cedar Springs continues its work with local universities to act as a cooperating school for student teachers.

In the future, Cedar Springs will continue to be an active leader in the educational community. We will continue to present at district professional days and share instructional strategies that lead to the students' academic success. Professional learning teams will continue to develop lessons that reflect strategies that lead to student academic success. With the use of technology, we will communicate with the community how we are Creating Students of Excellence.

We look forward to celebrating our success upon receiving a Blue Ribbon Award. Our success will be shared with all stakeholders through a school wide assembly with news coverage and involvement of local, state and national dignitaries. Our extremely supportive Board of Education will recognize our school's success at a special meeting held at our building attended by community leaders. An evening event will be planned inviting former students and parents to be part of the celebration.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Students at Cedar Springs Elementary engage in the Northwest R-I board-approved curriculum for kindergarten through fourth grade. The district's ultimate goal is an academically rich, student-centered program that promotes high expectations for students and teachers which results in meaningful student learning. In accordance with Missouri School Improvement Plan guidelines, the curriculum is aligned with Missouri Show-Me Standards and grade level expectations in communication arts, mathematics, science, social studies, fine arts, health and physical education, as well as guidance and library-media.

The communication arts curriculum is organized in the strands of listening, viewing, speaking, reading, writing, and information gathering/research. Students participate in oral and visual presentations, reading and evaluating fiction and nonfiction works, and speaking and writing standard English both formally and informally. Reading, a critical component of the communication arts curriculum, is further outlined in Section 2.

In mathematics, the curriculum builds student understanding in patterns and relationships, number sense, geometry and measurement, data analysis and probability. Using hands-on manipulatives, technology tools, and real-world examples, mathematics learning is a core component of the Cedar Springs curriculum and is explained in more detail in Section 3.

Inquiry-based learning, beginning in kindergarten, characterizes the elementary science curriculum. Students develop an understanding of the scientific process through observation and classification activities in the strands of matter and energy, force and motion, living organisms, ecosystems and environment. Scientific principles of gravity, magnetism, food chains, and habitats are explored through discovery learning.

The social studies curriculum is developmentally appropriate, progressing from awareness of communities, cultures and geography, to understanding governance and democratic principles, to basic economic concepts on wants and needs. In fourth grade, students focus on important periods in Missouri history and contributions of famous Missourians.

The visual arts curriculum focuses on student awareness and sensitivity in using a variety of media to explore the elements of color, shape, form and texture. Appreciation of various artists, styles, and art history is encouraged. In the music curriculum, students build understanding of melody, tempo, pitch and rhythm while developing a foundation in techniques of performance.

A coordinated health and physical education curriculum promotes healthy lifestyles through age-appropriate activities. Principles of exercise, heart rate, food choices, positive social behaviors and safety are emphasized. The Missouri Model Guidance Program further enhances problem-solving and decision-making skills. A strong character education program supports students in gaining the tools necessary for development of positive life skills, respect and responsibility.

The curriculum component of the library-media center provides information and technology access for students. A major goal is the development of information literacy skills, such as selection, location, and appropriate use of print and technological materials.

Teachers at Cedar Springs Elementary teach curriculum objectives through a variety of methods, involving students in the process on an ongoing basis. They make objectives clear at the onset of the instructional

process by sharing learning targets in student-friendly language. Not only are students aware from the beginning where they are going academically, they also receive specific feedback from teachers that helps them make decisions about what to do next in their learning. One can walk into any classroom and find students explaining what they have learned, or the "targets they've hit." This process of intentionally engaging students is a fundamental tenet of assessment for learning, which the Cedar Springs staff has implemented as a school wide initiative over the past two years.

As educators, we support technology literacy for all students. Students must gain fundamental skills to achieve success in an ever changing technological world. Cedar Springs has been involved in a Boeing grant for two years. The grant allows teachers to attend professional development workshops throughout the year and create lessons related to specific content areas identified as needing improvement.

2a. **(Elementary Schools) Reading:**

A district Communication Arts curriculum committee researches and writes the curriculum. The curriculum centers on the five critical areas of reading: phonemic awareness, phonics, vocabulary, fluency and comprehension. Reading instruction at Cedar Springs includes the elements of balanced literacy: shared reading, guided reading, independent reading, working with words, and writers' workshop. A strong component of reading in kindergarten through second grade includes Pathways to Reading, a phonemic awareness/phonics program that provides a foundation for language development. Students learn letter-sound correspondences, identify and make oral rhymes, work with syllables, and read sight words. Primary (K-2) students are also involved in listening, vocabulary/word work and comprehension lessons throughout the reading curriculum. Students become progressively more engaged in fiction and nonfiction genres, identifying and analyzing text elements such as characters, setting, sequence, problem and solution, author's purpose and audience. Each grade level has a specific fluency goal that is monitored on a regular basis and is showing significant gains as measured by AimsWeb benchmarking and regularly-administered fluency assessments. Vocabulary and comprehension skills become increasingly emphasized. As students progress through the grade levels, summarizing, identifying cause and effect, drawing conclusions, making inferences, and comparing and contrasting texts are important areas. Quarterly common assessments indicate student growth in comprehension as compared to placement tests given at the beginning of the year. A variety of resources are used, including not only shared grade level texts and classroom libraries of leveled readers, but also many technology resources such as read-aloud CDs, SmartBoards for whole and small group instruction, and software aligned to the adopted reading series. A structured, ongoing assessment process provides frequent monitoring of student progress in reading. All teachers participate in professional development to support their implementation of the reading curriculum.

2b. **(Secondary Schools) English:**

This question is for secondary schools only

3. **Additional Curriculum Area:**

The mission of the district math curriculum is to produce mathematically literate citizens who have deep understanding of mathematics and its personal usefulness. Students in K-4 develop number sense through experiences with place value and operations involving whole and rational numbers. They explore geometry and measurement through classification and concept development of plane and solid figures, as well as linear, weight, volume, and temperature units. Data analysis, probability and statistics experiences focus on interpretation of tables, charts, and graphs in real-world applications. Students identify, classify, and sort to develop understanding of patterns and relationships.

The district math mission aligns with Cedar Springs' goal of Creating Students of Excellence. CSE teachers strive to ensure that each student understands their math learning targets, receives meaningful feedback on their progress toward those targets, and adjusts learning according to student needs. Professional learning teams come to consensus on objectives that are essential skills; that is, those skills that are necessary for success in the next grade level, for success on the state assessments, and for success in life. These essential skills become the primary focus in planning instruction for student mastery. Teams collaborate to develop lessons that align with grade level expectations and design assessments to measure student progress. Students learn math concepts through the use of hands-on manipulatives, games, and software that support teachers' direct instruction in whole group and small group formats. The SmartBoard is used to introduce unit objectives, provide visual representations of concepts, and actively engage students in learning. Math journals incorporate writing and provide a place to record solution strategies, pose questions, and reflect on their learning. Problem solving is integrated in the learning experiences, developing students' ability to apply mathematics to real-world contexts.

4. **Instructional Methods:**

The term "data-driven decision-making" characterizes the work at Cedar Springs Elementary. Teachers plan instruction based on the needs of their socioeconomically diverse student body. Student performance data from state assessments, district reading assessments, the AimsWeb benchmarking system, and quarterly common assessments in communication arts, all inform instructional planning. Additionally, the principal meets with individual teachers and grade level teams to review classroom assessment data and develop differentiated instructional strategies for students with specific learning needs. Utilizing the Response to Intervention (RtI) model, the first level of intervention occurs at the classroom level where all students are provided differentiated instruction based on their needs. Teachers work with students in small, flexible groups based on pre-assessment data so that instruction is targeted to specific skills. They model concepts and provide guided and independent practice in whole and small group lessons. Cooperative learning is one of many methods that foster a high level of student engagement. In both communication arts and mathematics, teachers create learning centers that are aligned to essential curriculum objectives as well as the learning targets of individual students. "Math menus" allow for student choice based on need and interest. Rubrics and scoring guides in writing and other subjects serve both as tools for students' self-assessment and as information for teachers in planning follow-up support and remediation.

As part of the RtI model, Positive Support Teams (PSTs) meet on a regular basis to discuss individual students for whom classroom differentiation is meeting with limited success. Data-driven decisions in PST meetings result in interventions that may take various forms. Remedial reading teachers push in during communication arts instruction, working with small groups to provide focused support in addition to scheduled pull-out sessions. Paraprofessionals and other staff meet with students individually and in small groups to provide short-term interventions in reading fluency as identified through analysis of AimsWeb data.

5. **Professional Development:**

The Cedar Springs staff has engaged in significant professional development over the past few years. The school's professional development committee analyzes student data and collaboratively develops the annual school improvement plan based on student needs in communication arts, mathematics, technology and character education. Staff members engage in learning experiences on monthly early release days, during staff meetings, in book study groups, through attendance at workshops and conferences, and in the summer professional development program to improve instruction and achieve building goals. Grade level teams are organized in professional learning communities (PLCs), developing SMART goals which drive student improvement and professional development efforts. Goals in reading fluency resulted in student growth on curriculum-based measurements, district reading assessments, and quarterly common assessments.

A schoolwide initiative that has had broad impact is assessment for learning. The study of quality classroom assessment and its use to enhance motivation and achievement has heavily influenced teacher and student learning. As a result, staff developed a common language of "learning targets" among teachers and students. Students become aware of objectives – their targets – at the onset of a unit, developing "I can" statements to personalize learning. The outcomes of this process cause students to better understand teacher expectations, what quality work looks like, and what to do to achieve at high levels. Feedback from teachers indicates that students are more focused, reach learning targets at higher percentages, and are beginning to set higher expectations for themselves. Students who have traditionally not been as motivated for school are more engaged. As the first school in the district to delve into assessment for learning, Cedar Springs has become a site where both Northwest R-I teachers and those from other districts come to observe. Staff members have been invited to give presentations at district professional development days, schools in other districts, and a national conference.

6. **School Leadership:**

By maintaining high expectations for students at all times, Cedar Springs strives to be the best it can be. As instructional leader, the principal not only has high expectations of students, staff, and parents, but also of herself. When decisions need to be made, the first question asked is, "What's best for kids?" The principal sets the standard to concentrate on essential curriculum objectives and kid-friendly learning targets. These become a primary focus during walkthroughs, classroom observations, and teacher conferences. With her history as an exemplary classroom teacher, the principal believes in and knows high-quality, student-centered instruction and nurtures it in her staff. She frequently wears her teacher hat by spending time in classrooms working with individual students, procuring materials, and even developing lessons for small group intervention.

The principal distributes leadership within the building, developing teachers as leaders. Structures that accomplish this include the building professional development committee, data team, and character education committee. Teacher leaders are integrally involved in developing the school improvement plan, creating professional development plans, coordinating adult learning on professional development days, leading book studies, and various other critical decisions. Character education leaders plan and lead a multitude of events throughout the year. Parents are key partners in the leadership of the school. They work closely with the principal to coordinate initiatives that support academic achievement and motivate students to do their best.

Celebration is a key aspect of school leadership, and the principal creates multiple opportunities for it. Staff appreciation does not take place only on the calendar-designated day; it is conveyed on an ongoing basis through actions such as personalized gold stars and blue ribbons outside each classroom the morning the awards nomination was announced! It is for these and many other reasons that the principal received a Missouri Beginning Principal award in 2007.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Missouri Assessment Program/Mathematics
Edition/Publication Year: 1998-2008 Publisher: CTB/McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
SCHOOL SCORES					
Advanced & Proficient	66	77	59		
Advanced	16	24	27		
Number of students tested	87	84	71		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	3	2	0		
Percent of students alternatively assessed	3	2	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Advanced & Proficient	66	10	58		
Advanced	7	10	29		
Number of students tested	27	20	17		
2. Racial/Ethnic Group (specify subgroup): White					
Advanced & Proficient	66	78	59		
Advanced	16	27	27		
Number of students tested	86	82	71		
3. (specify subgroup): Students with Disabilities					
Advanced & Proficient	59	73	44		
Advanced	23	23	13		
Number of students tested	22	22	16		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

* Mathematics was not inclued as part of the Missouri Assessment Program (MAP) test in third grade in the years 2004 & 2005.

In 2008 the Missouri Assessment Program (MAP) was presented with a new from from the publisher, CTB/McGraw Hill.

*__***Advanced***__ (level 5 from 1998-2005, level 4 in 2006 to align with the National Assessment of Educational Progress (NAEP) on the Missouri Assessment Program (MAP) is the highest achievement level possible in Missouri.
*__***Proficient***__ (level 4 from 1998-2005, level 3 in 2006 to align with the National Assessment of Educational Progress (NAEP) on the Missouri Assessment Program (MAP) meets the requirement for achieving Adequate Yearly Progress (AYP) for the federal No Child Left Behind Law for the State of Missouri.

Subject: Reading Grade: 3 Test: Missouri Assessment Program/Communication Arts
Edition/Publication Year: 1998-2008 Publisher: CTB/McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Advanced & Proficient	65	64	60	54	49
Advanced	35	31	33	2	9
Number of students tested	87	84	70	84	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	2	0	2	0
Percent of students alternatively assessed	3	2	0	2	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Advanced & Proficient	34	50	56	59	42
Advanced	19	15	39	0	5
Number of students tested	27	20	18	22	17
2. Racial/Ethnic Group (specify subgroup): White					
Avance & Proficient	64	65	68	54	51
Advanced	35	32	28	2	10
Number of students tested	86	82	69	83	71
3. (specify subgroup): Students with Disabilities					
Advanced and Proficient	50	50	44	47	31
Advanced	27	18	31	0	6
Number of students tested	22	22	16	17	16
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

*In 2008 the Missouri Assessment Program (MAP) was presented with a new from from the publisher, CTB/McGraw Hill.

*Students that participated in the alternative assessment qualified by meeting state critera for the Missouri Assessment Program - A (MAP-A)

****Advanced**** (level 5 from 1998-2005, level 4 in 2006 to align with the National Assessment of

Educational Progress (NAEP) on the Missouri Assessment Program (MAP) is the highest achievement level possible in Missouri.

*__***Proficient***__ (level 4 from 1998-2005, level 3 in 2006 to align with the National Assessment of Educational Progress (NAEP) on the Missouri Assessment Program (MAP) meets the requirement for achieving Adequate Yearly Progress (AYP) for the federal No Child Left Behind Law for the State of Missouri.

Subject: Mathematics Grade: 4 Test: Missouri Assessment Program/Mathematice
Edition/Publication Year: 1998-2008 Publisher: CTB/McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Advanced & Proficient	77	74	46	57	46
Advanced	26	23	9	14	7
Number of students tested	87	75	94	84	72
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	1	1	1
Percent of students alternatively assessed	2	1	1	1	1
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Advanced & Proficient	64	59	25	40	42
Advanced	5	19	10	4	5
Number of students tested	22	27	20	25	19
2. Racial/Ethnic Group (specify subgroup): White					
Advanced & Proficient	79	73	46	56	45
Advanced	27	23	9	15	7
Number of students tested	86	74	94	80	71
3. (specify subgroup): Students with Disabilities					
Advanced & Proficient	44	56	33	38	26
Advanced	6	17	0	11	13
Number of students tested	16	18	21	19	8
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

*In 2008 the Missouri Assessment Program (MAP) was presented with a new from from the publisher, CTB/McGraw Hill.

*Students that participated in the alternative assessment qualified by meeting state critera for the Missouri Assessment Program - A (MAP-A)

*__***Advanced***__ (level 5 from 1998-2005, level 4 in 2006 to align with the National Assessment of Educational Progress (NAEP) on the Missouri Assessment Program (MAP) is the highest achievement level possible in Missouri.
*__***Proficient***__ (level 4 from 1998-2005, level 3 in 2006 to align with the National Assessment of Educational Progress (NAEP) on the Missouri Assessment Program (MAP) meets the requirement for achieving Adequate Yearly Progress (AYP) for the federal No Child Left Behind Law for the State of Missouri.

Subject: Reading Grade: 4 Test: Missouri Assessment Program/Communication Arts
Edition/Publication Year: 1998-2008 Publisher: CTB/McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
SCHOOL SCORES					
Advanced & Proficient	69	67	55		
Advanced	26	31	13		
Number of students tested	87	75	94		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	2	1	1		
Percent of students alternatively assessed	2	1	1		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Advanced & Proficient	41	52	41		
Advanced	14	19	9		
Number of students tested	22	27	22		
2. Racial/Ethnic Group (specify subgroup): White					
Advanced & Proficient	68	66	54		
Advanced	27	31	13		
Number of students tested	86	74	94		
3. (specify subgroup): Students with Disabilities					
Advanced & Proficient	38	56	39		
Advanced	6	17	10		
Number of students tested	16	18	21		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

* Communication Arts/Reading was not included as part of the Missouri Assessment Program (Map) test in fourth grade in the years 2004 & 2005.

*In 2008 the Missouri Assessment Program (MAP) was presented with a new from from the publisher, CTB/McGraw Hill.

*Students that participated in the alternative assessment qualified by meeting state critera for the Missouri

Assessment Program - A (MAP-A)

*__***Advanced***__ (level 5 from 1998-2005, level 4 in 2006 to align with the National Assessment of Educational Progress (NAEP) on the Missouri Assessment Program (MAP) is the highest achievement level possible in Missouri.

*__***Proficient***__ (level 4 from 1998-2005, level 3 in 2006 to align with the National Assessment of Educational Progress (NAEP) on the Missouri Assessment Program (MAP) meets the requirement for achieving Adequate Yearly Progress (AYP) for the federal No Child Left Behind Law for the State of Missouri.

---------- **END OF DOCUMENT** ----------